



October 23, 1991

GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1521

Dr. Simon Schwartzman, Research Director
NUPES
Rua do Anfiteatro 181
Sao Paulo,
Brazil

Dear Simon:

Following upon the meeting of members of the Advisory Board with you and other members of NUPES on August 26, 1991, and our participation in the two-day conference on graduate education (August 27-28), I would like to submit the following report on behalf of the Board.

In our first report of April 3, 1990, following a meeting in late March of that year -- now about 1-1/2 years ago -- we offer recommendations in six categories: the missions of NUPES; the NUPES staff; coherence of the NUPES agenda; outcomes of the NUPES program; the NUPES capacity to train; and the location of NUPES at the University. On the basis of our recent second meeting, and your progress report of August, 1991, the Board is impressed with the considerable progress you have made during the short intervening period of 18 months on nearly all of these central issues. In regard to mission, you clearly have worked out a reasonable balance between academic and practical interests, between basic research and public policy issues. Most impressively, you have assembled a staff of younger researchers. The NUPES agenda exhibits coherence, as detailed in the five areas you have set forth in the "research agenda" part of your August 1991 report. Outcomes already show up significantly in publications, teaching activities, and cooperation with a host of international agencies and research groups in other countries. We think you have done much, and from a base of modest resources.

The issues that we now want to stress are much more limited in scope than those raised in our first report. These are matters that we know are much on your mind. They all bear on the sixth issue raised in our first report: the location (and strength) of NUPES in the academic setting and administrative structure of your own university.

Senior Staff. The loss of Durham and Wolyneec as senior figures leaves NUPES short on the stature and connections

within and without the University that a plurality of well-known, high ranking professors and researchers can provide. This shortage at the senior level has advantages, e.g., a more coherent agenda tailored largely around your own interests and tied together by your leadership. But much could be gained by the addition of more senior people. Among the possible new perspectives or fields of study that could yet be added and which came up in our discussion were: economics of higher education and the labor market; disciplinary teaching and curricular organization; and science development and policy. The first two of these areas, and possibly all three, could be given senior leadership by new senior people. Joint projects with the School of Education might also strengthen the analysis of higher Education in the School while further strengthening NUPES. Senior people, of course, can also add clout.

Strong appointments, we realize, depend upon the interests and availability of local scholars. But one such scholar would help considerably; two would help greatly. And whether or not such senior permanent appointments turn out to be possible, rotating senior visitor appointments, from elsewhere in Brazil and from foreign countries, could also be explored. They bring new points of view -- and are sometimes entertaining when they are not enlightening!

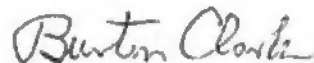
Research on the University. Toward a long term role in which NUPES might be viewed within the University as relevant to the University's overall development we suggest consideration of research on the University itself as a subsidiary activity. "Institutional research" can of course become a routine gathering of data, an unchallenging task. But in a day when the operation of a major university becomes big business -- an evermore complex conglomerate of disciplines and professional schools - so-called institutional research can be informative and exciting. As it informs, it can help break down the isolation of various units. It can suggest policy alternatives, especially when developed in the context of an institute engaged in both basic research and policy analysis at state and national levels. There may be a role here that would enhance the local usefulness of NUPES without distorting its scholarly character.

University Support for Core Support Staff. We mention this item for the long-term, aware of the heavy limitations placed on University resources at the present time. But the point is clear: universities materially assist their

organized research units -- ORUs in University of California terminology -- by extending sufficient funds on a sustaining basis to support a small core support staff. Such support helps to stabilize an institute; it helps to tie the ORU to the University; and often it helps the research unit to be in a stronger position to raise funds from outside the University. The principle is worth pursuing, toward the day when resources of the University would make its consideration more realistic.

Overall, I repeat, your external Advisory Board is impressed. Keep up the good work!

Sincerely,



Burton R. Clark
Allan M. Cartter Professor of
Higher Education Emeritus

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